

**Business Management and
Administrative Services
Program Guide
July, 2003
Arizona Department of Education
Career & Technical Education Division**

Introduction

This program guide has been designed as a tool to assist you in planning and setting up a Business Management and Administrative Services (BMAS) program in your high school. It is an extension of the BMAS curriculum framework first released in 2002-2003. The framework (Level I, Level II, and Level III) can be downloaded from the Arizona Tech Prep web site www.aztechprep.org.

The purpose of this program guide is to offer a template for program planning to assist a school district in setting up a BMAS program in an Arizona high school. The guide includes examples of community survey results and necessary elements to consider in the planning of your BMAS program. We are grateful for the contributions of the pilot group of teachers who adopted this curriculum in the 2002-2003 school year. Their information and input provided valuable assistance as we constructed this guide.

This program guide represents our first effort. It is intended to act as a *foundation* to which you add your ideas, resources and specific information as you experience the Business Management and Administrative Services Curriculum. The guide will then become a true “work in progress” adapted and updated as your teaching experience with this new curriculum evolves. The Arizona Department of Education/Career & Technical Education Division/Business Education Unit wants to build upon this foundation and we look forward to receiving your input. Please email us at jgandy@ade.az.gov.

Business Management and Administrative Services Program Guide

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I. School Specific Information

Complete this section with school-specific information.

District Name/Address	[School District Name and Address here]
Program Name	Business Management and Administrative Services
District Contact Person Position Address Phone E-mail	[District Contract Information here]
Dates of Instruction	[Program Start Date]

Level One Component(s) (Technological Foundations)	School:				
Enrollment Year: COURSE TITLE [Local course title]	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Teacher(s):	Teacher Name			Subject Area /Certification	

Level Two Component(s) (Business Management Technology)	School:				
Enrollment Year: COURSE TITLE [Local course title]	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Teacher(s):	Teacher Name			Subject Area /Certification	

Level Three Component(s) (Business Management and Administrative Services)	School:				
Enrollment Year: COURSE TITLE [Local course title]	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Teacher(s):	Teacher Name			Subject Area /Certification	

II. Community Needs Assessment Information

In order to plan, develop and implement a successful BMAS program, you must begin with a community needs assessment. Surveys should be developed and administered to students, parents, teachers, administrators and business people to assess the needs and desires of the community for CTE programs. Completed surveys will allow you to describe in measurable terms the activities undertaken to identify the need for the program within the community and the desired outcomes of the program. Analysis of the completed surveys will result in recommendations based upon the realities and specifics of your community. You may wish to involve your students in compiling data and creating tables and charts based upon the data that is collected. The community needs assessment can also act as a valuable communication tool to connect you and your students with your business community.

- Attachment A provides examples of community needs assessment forms.
- Attachment B provides an example of a completed community needs assessment report for a small school district. (Tombstone School District)
- Attachment C provides an example of a completed community needs assessment report for a large school district. (Phoenix Union High School District)
- Attachment F provides an example of a student/parent needs assessment (included in the Sedona-Oak Creek Long Range Plan Appendix).

III. General Indicators of Support for the Program

As you embark on your BMAS program, it is necessary to periodically assess general support for the program now, and into the future. Financial elements and other important indicators in your school district continually change. An awareness of these changes is vital. Additionally, these indicators can serve to provide added and different perspectives to your program planning. The following are several examples of specific indicators as provided by school districts this last year:

Indicators of school, district, and administrative support

The following represent examples of indicators in this category:

- In the Sedona-Oak Creek School District, the president of the school board is a member of the CTE Long Range Planning/Steering Committee.
- The Sedona School Superintendent takes an active role on the steering committee and actively delegates duties and responsibilities that demonstrate serious involvement in the CTE program.

Indicators of school, district, and administrative support (cont.)	<ul style="list-style-type: none"> • Flowing Wells High School in Tucson has developed a venture fund initiated by the Greater Tucson Economic Development Council (see Attachment D). • In Colorado City, the school's administration offers total support of the BMAS program and members have participated with the students in FBLA events.
Indicators of student feedback and support for program	Examples: <ul style="list-style-type: none"> • Samantha Wilcox, a junior at Flowing Wells High School (<i>Business Ed student, operations and personnel manager of student run business "Rude Awakenings"</i>) quote from the running of a student run business, "Starting a business and running it is not as easy as I thought, so much more detail has to be taken into consideration for the business to be successful." Quote on being involved with FBLA, "I have a head start on the basics of business. I have gained experiences I know I will need to have to move on with my future." • Sedona-Oak Creek has created a successful student internship program in response to their students' desire for hands-on work experience. Additionally, the results of their student survey indicate strong support for the CTE program. • In various schools, through assessment feedback, students have asked for additional business classes in computer training.
Indicators of parent and/or community support	Examples: <ul style="list-style-type: none"> • The CTE Needs Assessment Survey for Sedona-Oak Creek School District (see Attachment E) outlines parent and community support for the programs. • In Show Low, Arizona, the community indicated support for various student projects. One example is advertising support given to the school yearbook. • Local business interest and support of student job fairs is another indicator of community support.

Indicators of parent and/or community support (<i>cont.</i>)	<ul style="list-style-type: none"> • Parents volunteering to work in support of student job fairs and other school business class activities is another example of community support. • At Flowing Wells High School in Tucson, community venture capital funds offered to provide financial support for the student coffee shop business, a student entrepreneurial project. (See Attachment D)
Indicators of business and industry support	<ul style="list-style-type: none"> • Sedona-Oak Creek School District provides an excellent example of enlisting business and industry support for CTE programs through their long-range plan and plan update (see Attachments F and G).

III. Coherent Sequence

A coherent sequence of instruction progressively develops students' academic, occupational and leadership knowledge and skills. Ideally instruction is articulated between junior high school and post-secondary. The curriculum is based upon industry validated program competencies identified in the curriculum frameworks developed by the Arizona Department of Education. It utilizes a career and technical student organization competency-based assessment and documentation.

Scope and sequence	Program Coherent Sequence Course Descriptions Keyboarding Grades 7-8 Prerequisite: None Use the computer to learn how to correctly and efficiently operate any keyboard. Enter data accurately and quickly to prepare memos, letters, reports and more. Introduction to Business Grades 9-12 Prerequisite: Keyboarding This course allows you to complete business projects while applying keyboarding/computer skills and technologies that will put you on track for upper level courses such as Marketing, Business Operations and DCE.
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<p>Scope and sequence (cont.)</p>	<p>Computer Applications</p> <p>Grades 9-12 Prerequisite: Keyboarding</p> <p>Use the computer to produce a variety of business documents, organize and store records, process financial data on spreadsheets and conduct research on the Internet.</p> <p>Business Operations</p> <p>Grades 11-12 Prerequisite: Introduction to Business & Computer Applications</p> <p>This Level III course is recommended for students who have an interest in developing skills and acquiring knowledge to manage a business. The outcomes of this course are based on a set of competencies designed to: explore the role of small business in the economy, demonstrate business and financial management practices for entrepreneurs, explain business functions and ethics, discuss principles of economic systems and business law, as well as demonstrating marketing and general management concepts. Students will use a computer and other business technologies to complete the assigned work.</p> <p>Administrative Services</p> <p>Grade 12 Prerequisite: Business Operations</p> <p>This Level III course is recommended for students who have an interest in developing skills and acquiring knowledge to provide business support services and create and maintain business records. The outcomes of this course are based on a set of competencies designed to: prepare students for employment, perform administrative and communication functions, perform general office management functions, participate in work-based learning experiences, improve oral and written communication skills, and prepare accounting information. Students will use a computer and other business technologies to complete the assigned work.</p> <p>Diversified Cooperative Education – BMAS</p> <p>Grade 12 Prerequisite: Business Operations</p>
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Units of instruction	<p>A matrix analysis of the BMAS Cohort (16 participating schools involved in a pilot project teaching the BMAS competencies during school year 2002-2003) was conducted to determine the following information:</p> <ol style="list-style-type: none"> 1. What are the BMAS courses titled? 2. What is the focus, or similarity in focus, of the courses? 3. How many courses are required to teach the BMAS competencies? 4. In which of the courses (or categories) are the various BMAS competencies being taught? <p>Conclusions:</p> <ol style="list-style-type: none"> 1. The BMAS teachers used 13-14 different titles in naming their courses. Examples: Introduction to Business, Business Principles, Mous Certification, Business Applications, Office Procedures, Business Law, Business Office Management, Business Office Administration, Using the Internet, Office Skills, BMAS I, BMAS II. 2. The BMAS course titles could be grouped into two categories: (1) Business Management (or Principles) and (2) Business Administration or Business Office Administration. This is achieved by grouping the competencies according to their related nature. 3. In almost all of the reporting examples, an average of two courses was required to teach the competencies. 4. If we title the two courses (or categories) Business Management and Business Administrative Services, the competencies are Grouped as follows: <p>Business Management - 6, 7, 8, 10, 11, 12, 13, 14, 16, 18, 21</p> <p>Business Administrative Services - 1, 2, 3, 4, 5, 9, 15, 17, 19, 20, 22</p>
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Units of Instruction (<i>cont.</i>)	<ul style="list-style-type: none"> The matrix form can be located on the Tech Prep web site at www.aztechprep.org. You may choose to complete a similar matrix form for Level I and Level II. <p>Two examples of matrices are seen in Attachments H and I (Williams High School and Saguaro High School)</p>
Minimum time required to teach the BMAS competencies	<p>The experience of the BMAS Cohort indicates one to two years are required to teach the competencies, or one to two Carnegie units. This reflects times required to teach <i>only</i> the BMAS competencies, not BMT or the Level I components.</p>
Articulation strategies for Level III BMAS	<ul style="list-style-type: none"> Articulation is articulating curriculum between high schools and community colleges. Federal money (Tech Prep) encourages articulation. Articulation reduces repetition; it allows credit transfer from high school classes to community college classes. An example: Tech Prep funding through Perkins requires a 2+2 program. In Sedona-Oak Creek, a consortium of 13 high schools and the community college used the Tech Prep funds to develop their articulation program. Their program strategy: the first Saturday in November, CTE teachers from 13 high schools meet with professors from various subject areas in Yavapai Community College to determine if the college will accept the high school classes, as described, for college credit. (A student must achieve a “B” or above in order for the credits to articulate.) Two years of high school equal one semester of college credit. The specified one-on-one meetings have proven to be a successful articulation strategy for Sedona-Oak Creek.

<p>Assessment strategies</p>	<ul style="list-style-type: none"> • Until industry certification is established, you are encouraged to continue tracking all of the BMAS competencies. Please refer to the section on Assessment in your Business Management and Administration Services framework for additional information. • Pay attention to the verb connected with each BMAS competency. Develop your assessments so that the student can demonstrate the verb that is listed in the competency. • Use a variety of assessments. <p>Guiding Principles for Using Assessment to Improve Student Learning:</p> <ul style="list-style-type: none"> • Use multiple assessment strategies. Using a variety of assessment strategies will give you an accurate picture of your students' knowledge and skills and will help you vary your instructional methods. • Set and uphold clear and challenging standards. It is important to have standards that clearly define what teachers need to teach and students need to learn, and it is equally important to uphold and assess those standards. Set standards in academic, technical, work-readiness and personal areas. • Teach students to research, plan, think, solve problems, evaluate and become independent learners. Projects and portfolios require students to be responsible for their own learning. • Incorporate opportunities for students to use skills throughout the curriculum so that they will not feel overwhelmed when they are assessed through alternative methods. Students who can research, plan, think, solve problems and evaluate will have a greater chance of succeeding in experiences after high school, when less guidance and support are available. • Build on students' interests and experiences. Students have a broad spectrum of interests and experiences. Incorporate these assets into
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<p>Assessment strategies (cont.)</p>	<p>curricula and assessments. Students who take an interest in learning achieve at a higher level and exhibit fewer discipline problems. Use alternative assessment methods to make the most of students' unique characteristics. School cannot always be fun, but it can be interesting and engaging.</p> <ul style="list-style-type: none"> • Motivate students through consequences. Students want to know what will happen if they do or do not meet standards. The answers will influence how they perform. Motivation can be internal, such as a desire to outperform other students when making a presentation in front of peers. Motivation also can be external. If students think potential employers will look at their portfolios, they will work hard to collect their best work. <p>(See Attachment J, which is a matrix from Greyhills Academy.) Note the methods of attainment that are listed in this matrix.</p>
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<p>V. Program Operation</p> <p>This section of the program guide addresses operational activities unique to elective CTE classes. Elective programs require marketing, community involvement, continuous public relations activity, CTSO student organizations plus unique classroom layouts and instructional resources. Examples of operational activities and elements follow:</p>	
<p>Recruitment activities – marketing survey</p>	<p>Marketing materials (2 brochures and 1 poster) have been developed to promote student enrollment in BMAS classes and to garner community support. These materials were developed as a result of surveying various stakeholders (the BMAS Cohort teachers, business education advisory committees, attendees at the Mid-year Business Education Meeting). The results of these surveys indicated the following:</p> <p>BMAS should be marketed to these audiences:</p> <ul style="list-style-type: none"> ➤ Counselors ➤ Parents ➤ Students ➤ Administrators/Board Members/Business Community <p>Material should take the form of brochures and posters</p>

<p>Recruitment activities (cont.)</p>	<p>Brochures:</p> <ul style="list-style-type: none"> ➤ One (1) for parents/students. Should have strong career emphasis ➤ One (1) for administrators/board members and business community. This brochure should emphasize skills ➤ Brochures should have strong visual content <p>Posters:</p> <ul style="list-style-type: none"> ➤ Create a colorful poster specific to BMAS <p>CD-ROM or PowerPoint presentation specifically designed to market BMAS was also a suggested possibility. Presentations/materials should be bilingual.</p> <p>Desired Outcomes:</p> <ul style="list-style-type: none"> ➤ Increased student recruitment activities ➤ Increased student enrollment in BMAS ➤ Education of and support from parents/counselors/administrators/business community for the BMAS program <p>Guidance and recruitment activities can include the following:</p> <ul style="list-style-type: none"> • (1) An invitation sent to 8th grade students promoting awareness of the business management program; (2) Inform and involve school counselors in the BMAS program; and (3) promote the classes through various speaking opportunities in other appropriate classes. • Recruit students through career fairs, 8th grade visitation days and attractive course catalog offerings. • At Sedona Red Rock High School, the Career Counseling Center for Students has a dedicated counselor who concentrates on academic planning and placement. This counselor is freed up to do academic advisement activity solely related to student placement. This counselor has aided the CTE recruitment process.
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Recruitment activities (cont.)	<ul style="list-style-type: none"> One high school marketing class filmed ads for all CTE programs and held a showing at the junior high course fair. Junior high students were able to see a fun commercial on all the CTE classes held at the high school and the marketing class was able to learn by producing an advertisement.
Mini-marketing plan for brochures and posters	<p>Each Arizona school developing a BMAS program will be supplied with brochures and posters. The brochures have a target audience. One brochure is designed to attract students and gain parent support of BMAS classes. The second brochure is designed to introduce BMAS courses and their value to the business community and administration. The posters are designed for teacher and counselor use.</p> <ul style="list-style-type: none"> Suggested uses for the student/parent brochure: (1) Use at student promotions and during class fairs and parent visitations; (2) inserts or attachments to student newspapers; (3) attachment inserts in course catalogs; (4) school counselors use the brochure in student recruitment efforts; (5) distribute at school counselors meetings and other appropriate education meetings; (6) mailers to parents; and (7) distribute at parent conferences and to counselors' offices; and (8) distribute to students on 8th-grade visitation days. Suggested uses for the business/administration brochure: (1) Put the brochure information on the business education web site at (www.ade.az.gov/cte/businesseducation). (2) Use the brochure as an insert in chamber of commerce newsletters. (3) Distribute the brochures during school board meetings. (4) Present and distribute the brochures at various local directors' meetings. (5) Distribute the brochure to business advisory councils and CTE steering committees as well as various community stakeholders.

Marketing plan (cont.)	<ul style="list-style-type: none"> • (6) Create a PowerPoint highlighting student activities. Use the posters and brochures as handouts and to present during local advisory council meetings. • Suggested uses for the poster: (1) General use as an eye-catching promotion piece to be posted in school areas where students gather, i.e., cafeteria, homerooms, library, gym, etc.; (2) school counselors' offices; and (3) administrative offices.
Public relations and communications activities	<ul style="list-style-type: none"> • CTE directors should be involved in presentations to Rotary, Lions and other service clubs. • Involve business students in local radio shows and newspaper articles. Use these opportunities to highlight scholarships and various student awards. • Use 8th grade orientation as an opportunity to promote your high school business education program. • One school reorganized and developed a new course catalog. A flyer was developed, attached and sent to all 8th grade parents to view course offerings at the high school. (This would be a potential use for the BMAS brochure.) • Use the developed brochures and poster for parents, students, counselors and the business community to promote high school Business Management and Administrative Services classes and programs.
Student leadership activity	<ul style="list-style-type: none"> • Student affiliation with various career and technical student organizations (CTSO's) is an indicator of supporting activity for business education. A CTSO is an incubator of sorts. These organizations take students from their school experience and allow them to "step out" and experience the work place before actually graduating from school and being in the work place.

<p>Student leadership activity (cont.)</p>	<ul style="list-style-type: none"> • The common purpose of career and technical student organizations is to bring business/industry and education together in a working relationship and as an integral part of the school curriculum. The United States Department of Education recognizes the Business Professionals of America, DECA, and Future Business Leaders of America/Phi Beta Lambda as the national career and technical student organizations serving business and marketing education programs. Career and technical student organizations, or CTSO's, are not clubs but rather are an integral part of instruction that makes learning relevant to the student while incorporated academic standards. Student involvement in CTSO's reinforces what is learned in the classroom and helps students see a correlation among instruction competitive events and workplace skills. Benefits of student organizations include: • Promoting business education programs. CTSO's are especially important at a time when fewer elective courses are available to students at the secondary level. Student members of the organization are the best advocates for business and marketing education programs. • Reinforcing work place skills. The programs and activities of student organizations reinforce the goals of business and marketing education, preparing students for the workplace by developing the skills that employers seek. • Recognizing student achievement. CTSO's serve as a catalyst for recognizing student achievement at the individual, team and chapter levels. As students meet and compete with other business and marketing students, they take pride in realizing their studies have relevant and meaningful. • Developing leadership. Leadership development is a hallmark of career and technical student organizations. Students are elected by their peers to fill officer rolls within the local state and national chapters of the student organization. Officers learn the roles
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<p>Student leadership activity (cont.)</p>	<p>and responsibilities of their office. Additionally they are taught to plan and conduct meetings utilizing parliamentary procedures and other techniques for effective meeting management. Preparation of young people for positions of leadership is the chief aim of career and technical student organizations.</p> <ul style="list-style-type: none"> • Encouraging professionalism and social skills. Career and technical student organizations offer students opportunities to recruit members to become involved in running a campaign and to run for elective office that represents the members of the local, state or national level. Participation in these activities provides students with the opportunity to develop social awareness, communication abilities and organizational skills while learning time management and pride in their accomplishments. • Participating in community services. Students discover how classroom learning can be applied through a community service project and activities. • Curriculum integration. Integrating student organizations into business and marketing programs through projects and activities can enrich classroom learning. Reinforcing connections between classroom learning, involvement in student organizations, and achievement in the workplace increases student's chances for success in all three. • Making the classroom relevant. Student involvement in various projects can provide assignments that are authentic. Teachers are encouraged to offer their students services in the performance of tasks such as designing, inputting and maintaining data bases; designing web pages; preparing and mailing form letters; developing spreadsheets; completing tax returns; and preparing resumes. Teaching various business and marketing concepts is more easily accomplished when the students know that their work is actually being utilized. Additionally through various projects and activities, student organizations reinforce what
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Student leadership activity (cont.)	<p>is learned in the business and marketing classrooms and provide students with the opportunity to apply in the community what they have learned in the classroom. (Gandy, Green (2003). <u>Sponsoring Student Organizations, Effective Methods of Teaching Business Education in the 21st Century</u>, National Business Education Association Yearbook, No. 41, 301-304)</p>
Classroom layout	<p>As a Business Management and Administrative Services teacher, you should expand upon the computer lab as a teaching environment. The lab should not necessarily be the “center” of your environment. One BMAS Cohort member described her classroom layout at Patagonia High School:</p> <ul style="list-style-type: none"> • “The classroom is divided into two sections; one half is comprised of desks arranged in a large circle. The other section is the computer lab. It is comprised of clusters of four computers arranged in groupings that allow me to walk in and around the student workstations.” • “This setting is ideal for my classroom needs. It allows good access to the students and promotes communication and cooperation among the students.” <p>Examples of three business classroom layouts are provided in Attachments K, L and M (Kingman Junior High and High School).</p>
Instructional resources	<p>The Business Management and Administrative Services framework includes a section devoted to Instructional Resources. Additionally, the BMAS Cohort found the following resources to be particularly helpful:</p> <p><u>Books:</u></p> <ul style="list-style-type: none"> • <u>Moral Issues in Business</u> by Shaw, Barry • <u>The Empowered Manager</u> by Block

<p>Instructional resources (cont.)</p>	<ul style="list-style-type: none"> • <u>The Discipline of Market Leaders</u> by Treacy, Wiersema • <u>The Ultimate Marketing Plan</u> by Kennedy • <u>How the Stock Market Works</u> by Dalton • <u>Hardball for Women, Winning at the Game of Business</u> by Heim • <u>The Startup Entrepreneur</u> by Cook <p><u>Videos:</u></p> <ul style="list-style-type: none"> • Time Management Ideas That Work, by Communications Briefing • Why You Buy. How Ads Persuade, by The Learning Seed • Modern Marvels, The Stock Exchange, by the History Channel • The E-Myth, Why Most Businesses Don't Work and What To Do About It, by Michael Gerber <p><u>Audios:</u></p> <ul style="list-style-type: none"> • Zig Ziegler "How to Stay Motivated" • Brian Tracey "Time Management" • Cypervision "Self Discipline, The Master Key to Success" • (These audios include accompanying workbooks) <p><u>Internet Websites:</u></p> <p>The following websites will be useful in teaching the BMAS curriculum.</p> <p>Link 1 http://www.ade.az.gov/cte/azcrn/Other_states.asp</p> <p>Brief description: AZ Career Resource Network page to other state's Career Resource network, provides links to dozens of career exploration web sites</p>
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<p>Instructional resources (cont.)</p>	<p>Link 2 http://www.angelfire.com/ks/tonyaskinner/acctg.html</p> <p>Great ideas for teaching accounting and sole proprietorships</p> <p>Link 3 http://lyman.dtc.millard.k12.ut.us/Acct/Simul/Monopoly/monopoly.htm</p> <p>Accounting Monopoly Rules and Documents. Students love it! Use Accounting Monopoly to teach journal entries and closing accounts.</p> <p>Link 4 http://www.nathannewman.org/nbs/</p> <p>The National Budget Simulation is a great way to teach fiscal policy. The simulation allows students to increase or decrease budget categories in order to balance the budget.</p> <p>Link 5 http://home3.americanexpress.com/smallbusiness/Tool/biz_plan/index.asp</p> <p>The American Express Small Business Network is a great site with an interactive page for students to develop a business plan for a fictional business, as well as lots of other cool tools!</p> <p>Link 6 http://www.irs.gov/app/understandingTaxes/jsp/teacher_home.jsp</p> <p>The IRS web site has a page of links to lesson plans for teaching taxes. The student page has great interactive tutorials for students to learn about taxes and income distribution, with self-scoring quizzes at the end of each unit.</p> <p>Link 7 http://www.bos.frb.org/peanuts/leadpgs/intro.htm</p> <p>The Federal Reserve Board of Saint Louis provides an in-depth tutorial to students on the economics of professional team sports, including detailed lesson plans for teachers.</p>
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<p>Instructional resources (cont.)</p>	<p>Link 8 http://www.phil.frb.org/education/fedtoday.html</p> <p>The Federal Reserve Bank of Philadelphia web site offers a free video on the Fed with companion lesson plans.</p> <p>Link 9 http://www.chicagofed.org/consumerinformation/projectmoneysmart/index.cfm</p> <p>The Federal Reserve Bank of Chicago web site has lots of links on consumer finance topics and includes an interactive budget planner that allows students to set financial goals and manipulate the impact of their income and expense on achieving those goals.</p> <p>Link 10 http://www.smallbusinessbc.ca/startup/index.html</p> <p>The Small Business web site of the Government of British Columbia has a variety of interactive tutorials for planning, starting and financing a small business.</p> <p>Link 11 http://www.businesslaw.gov/index.cfm</p> <p>The businesslaw.gov web site has Plain English guides that distill the basic of major categories of business laws into manageable units and contains lots of information on the role of business in public policy.</p> <p>Link 12 http://www.sba.gov/classroom/courses.html</p> <p>The SBA Online Courses page has links to dozens of tutorials provided by Bank of America. A great page for anyone teaching the BMAS curriculum.</p>
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VI. Planning the Program/Improvement and Expansion

Richard Thelander of Red Rock High School in Sedona believes the most effective way to plan, direct, and control the development and implementation of the BMAS or any other program is by writing a long range plan. Every successful business has a mission statement, goals, objectives, and a long range plan. This business approach was used very successfully at his high school.

The philosophy is to get all the stakeholders involved in the process from the beginning and these stakeholders will develop a pride of authorship that will compel them to support, monitor, modify and work in the long range planning process.

The process starts with selecting the task force comprised of parents, students, CTE teachers, academic teachers, administrators, counselors, community colleges, school board members, and business people. Next a survey should be developed and administered to students, parents, teachers, administrators, and business people to assess the needs and desires of the community for CTE programs. The task force is responsible for analyzing and interpreting the results and then using this information to write the five-year plan.

After the Superintendent accepts the plan, it becomes the responsibility of the CTE director to implement it. A ten-member steering committee is chosen from the original task force to monitor, assess, and modify the original plan so that it is always in a 5-year time frame. When choosing the steering committee, at least one member from each of the stakeholder categories must be chosen.

Utilizing this approach will address many of the categories included in this BMAS Program Guide. (See Sedona-Oak Creek School District CTE Long Range Plan-Attachment I and revised Long Range Plan-Attachment J)

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